



# EARLY IDENTIFICATION AND INTERVENTION PROGRAM (EIIP)

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## ***What is the Early Identification and Intervention Program (EIIP)?***

The Early Identification and Intervention Program (EIIP) was developed in response to a bill enacted in 1973 by the Maryland General Assembly requiring that each student entering the first year in any primary grade in any public school be evaluated for the purpose of identifying learning disabilities.

In addition to ensuring that children are screened, the EIIP involves referral, review and evaluation, as well as intervention services for students whose screening results indicate areas of educational concern. School-based review and evaluation teams, working with parents or other appropriate family members, make decisions involving the provision of these services for students.

## ***What is the history of the EIIP?***

In response to the General Assembly's mandate, the Maryland State Department of Education (MSDE) developed an "observational screening instrument," a tool that helps identify potential learning disabilities so that children can receive the assistance they need to achieve their maximum potential. This instrument was used in all local school systems and was revised in 1981. In 1996, the State Board of Education approved a measure allowing local superintendents to use alternative screening and assessment methods to identify learning disabilities.

## ***How do local school systems comply with the EIIP?***

In 1997, MSDE created guidelines and criteria to assist local school systems in developing EIIP plans. These local plans guide the identification, referral, review and evaluation, and intervention services for those students who may have educational needs or disabilities. Students who may have a disability are referred for special education screening.

## ***How does the EIIP relate to special education and other school programs?***

Special Education staff must be part of the EIIP process to ensure that sound decisions are made regarding the referral of students to special education. Special Education is a partner and source of support in the EIIP process. In addition, all public school programs, such as Title I and student counseling, support the EIIP by participating in the review process and by providing intervention services if needed.

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## ***What are the six components of the EIIP?***

The six components of the EIIP, required in all local school system plans, include:

- **Goals Alignment:** Local school systems are required to align their goals for successful school performance with statewide EIIP goals.
- **Screening and Assessment:** Each school system must have a procedure for identifying children who show signs of potential learning problems and must conduct a comprehensive evaluation of those children's abilities to succeed in the school's instructional program.
- **Referral:** School staff or family members bring concerns about students to the attention of a school-based team which determines the need for intervention and/or further evaluation.
- **Review and Evaluation:** Documented issues of concern about a student's developmental level and/or ability to meet the expectations of the school's instructional program are carefully considered and decisions about the need for intervention, further referral, or further evaluation are made. A plan of action is developed for students with confirmed needs. These decisions are made by a school-based team which includes professionals and family members.
- **Intervention Services:** Modifications and supports both within and outside the classroom are designed to promote student success. These services are tailored to meet children's individual needs.
- **Accountability:** Each local school system must have a plan to evaluate the effectiveness of its EIIP in identifying and assisting students with learning disabilities.

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## ***How do students benefit from the EIIP?***

Through EIIP, children are screened early in their school careers. This allows children with identified learning disabilities to receive the help they need through instructional interventions or help in the classroom, and, if necessary, support from specialized school programs. All of this is done while children are young so that they can immediately get the support they require to learn the knowledge, skills, and attitudes needed for long-lasting success in school. Students in kindergarten and grades one through three benefit from EIIP by receiving support for the early foundations of learning that will maximize their potential for academic success.

For more information about EIIP, contact Early Intervention and Prevention Specialist, Maryland State Department of Education, 410-767-7037.

For more information, call 410-767-0600 (Baltimore area) or 1-888-246-0016 (toll free) or visit our website at [www.msde.state.md.us](http://www.msde.state.md.us)  
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